Hyannis, Massachusetts

State Normal School

Summer Sessions

Watchword for 1923: "Suggestion"

Motto:

"To encourage such activities each day as the best present development of the child demands"

Purpose of Hyannis Summer Sessions. — To provide for ambitious, progressive superintendents of schools and teachers of Massachusetts opportunities for free discussion of the problems of modern education under competent leadership.

First Session - - July 3 to August 3

Second Session - August 6 to August 31

First Session: July 3 - August 3

List of Subjects and Instructors

Methods in Supervision. — For superintendents, supervisors, principals and other supervisory officers. Charles H. Dempsey, Commissioner of Education, State of Vermont, Ernest W. Butterfield, Commissioner of Education, State of New Hampshire, Hector L. Belisle, Superintendent of Schools, Fall River, Massachusetts.

Methods in Mental Measurements. — A course for supervisors, and superintendents desiring general information on the subject, and a briefer course for more advanced students. Jerome G. Kuderna, Psychological Specialist, Lincoln School, Teachers College, Columbia University.

Immigrant Education. — A course for teachers of adult immigrants. Advanced work on the problems of the supervisor in recruiting, organizing and supervising classes will be offered if a sufficient number of experienced evening school teachers enroll. Mary L. Guyton, Assistant State Supervisor of Americanization.

The Continuation School. — A course in the Aims, Philosophy and Principles of the Continuation School. This course is intended to prepare properly qualified teachers for teaching in Continuation Schools and to give others general information on the subject. R. O. Small, Director, Division of Vocational Education, State House, Boston, and other instructors.

Psychology. — A general course for teachers and supervisors of all grades. Henrietta V. Race, Director of Psychological Clinic, Public Schools, Youngstown, Ohio.

Pedagogy. — A practical course given in connection with a course in Geography which furnishes the illustrative basis. Charles H. Morrill, Instructor in Mental Measurements and Geography, Hyannis Normal School.

Methods in Junior High School Work. — A general course dealing with the fundamental principles of the subject Instructor to be announced.

Project Work and Socialized Recitation for Upper Grades. — The purpose of the course is to aid experienced teachers and supervisors to get clear notions as to the strength and weakness of the problem-project method. Guy F. Wells, Instructor in General Methods in New York Training School.

Methods in Junior High School English. — This course aims to give students a new and broader point of view as to the teaching of the subject. James M. Grainger, Instructor in English, State Normal School, Farmville, Virginia.

Kindergarten-Primary Project Classes. — 1. A study of the purposes and powers of children from four to nine years of age. This will include the psychology and hygiene of the period and an analysis of the curriculum most suitable. 2. Projects for children four to twelve years of age. These projects will be worked out with materials, paper, clay, cloth, wood, etc., and are planned to help teachers meet the industrial and manual interests of children in the kindergarten and the first six grades. Ruth Louise Bristol, Head of Department of Kindergarten-Primary Education, Detroit Teachers College, Detroit, Michigan, and G. Hazel Swan, Critic Teacher and Instructor, Experimental School, Detroit Teachers College.

Methods in Citizenship for the First Six Grades. — This is a problem-project course in citizenship covering the work of the first six grades but full of method suggestions for teachers and supervisors of all grades. Hannah Margaret Harris, Instructor in History and Social Study, Hyannis Normal School.

METHODS IN MUSIC. — This course is intended to assist the regular grade teacher in teaching this subject. It is supplemented by chorus work which is open to any musical student in the school. A summer session orchestra will also be formed from among those students who bring their instruments. ARTHUR J. DANN, Instructor in Music, High School, Worcester, Massachusetts.

METHODS IN PRIMARY READING AND LANGUAGE. — This is a combination course intended particularly for teachers of some experience and training who desire to discuss the latest pedagogy of the subject. BESSIE A. MORSE, Instructor, Hyannis Training School.

METHODS IN PRIMARY ARITHMETIC. — This course furnishes opportunities for discussing the project method as it applies to teaching primary arithmetic. LENA L. CARPENTER, First Assistant in Charge, Margaret Fuller School, Jamaica Plain, Mass.

METHODS IN THE STUDY OF PLANTS AND ANIMALS AND IN SCHOOL GARDENING. — This course is intended for those teachers who are already enthusiastic over this kind of work and desire aid on the practical side of school gardening and nature study. JULIA ANNA HAYNES, Instructor in Biology, Hyannis Normal School.

METHODS IN COOKING AND SEWING FOR JUNIOR HIGH SCHOOL GRADES. — This course is intended for the regular upper grade teacher who finds it desirable to teach these subjects. RUTH ATWATER, Pratt Institute, Brooklyn, N. Y.

METHODS IN INDUSTRIAL WORK FOR THE GRADES. — The work of this course consists of learning how to teach weaving with reed, raffia and worsted; cane-seating and toy making. Students pay for their own material and have the products. ELIZABETH HOXIE, Instructor in the New Bedford Anti-Tuberculosis Sanatorium, New Bedford, Mass.

Summer School of Physical Education

UNDER THE DIRECTION OF

CARL L. SCHRADER,
State Supervisor of Physical Education

AND

LOUISE S. FRENCH,
Assistant State Supervisor of Physical Education

PHYSICAL EDUCATION I

Time Schedule — One period each day will be required in this course.

Content of Course — Covers practical work in teaching elementary gymnastics such as formal exercises, games, folk dancing, and athletic activities.

Object of Course — To acquaint classroom teachers with content of State bulletin on physical education for elementary schools, and enable them to make practical application of this material.

PHYSICAL EDUCATION II

Time Schedule — It is expected that those taking this course will devote to it the entire time.

Content of Course — Covers last summer's course of study in gymnastic exercises, apparatus, athletics, games, and dancing. Content of bulletin "Physical Education in the Public Schools" — a manual for teachers in the elementary schools. Instruction in methods; first aid, pageantry, costuming, festivals, and field days.

Object of Course — To acquaint classroom teachers with the content of the bulletin for elementary schools, and enable them to give the instruction of Physical Education in the school building in which they teach, inclusive of supervision of organized recess.

PHYSICAL EDUCATION III

Eligibility Requirements — All teachers who took the full-time course of study in Physical Education II given at the State summer normal schools during the summer of 1922 may enroll for this course, also teachers who have had special courses in physical education in both theory and practice elsewhere, sufficient to qualify them for this course. The schedule will require all of the student's time.

Content of Course — It will consist of careful study of all the phases of programs for Junior and Senior High Schools.

A definite course in methods and administration together with practice teaching will give opportunity for planning and executing recreational programs, athletic contests and field days.

Object of Course — To give advanced work to students who have had preliminary training with the purpose of leading toward specialization in the profession of physical education.

Costume — For Courses II and III it is essential that the customary gymnasium suit be worn.

For further information concerning these courses, address Mr. CARL L. SCHRADER, Department of Education, State House, Boston.

Special Conferences: July 16 - July 20

1. PROBLEMS OF SCHOOL ADMINISTRATION. — For Superintendents of Schools in Unions and in Towns with 5,000 population or less.

2. SCHOOL AND HOME RELATIONSHIP. — Presented by the Massachusetts Parent-Teacher Association, for superintendents, teachers, and leaders in Parent-Teacher Association work. Leader, MRS. WINIFRED CARBERRY, National Field Secretary for the National Congress of Mothers and Parent-Teacher Associations.

Second Session: August 6 - August 31

List of Subjects and Instructors

METHODS IN ART INSTRUCTION. — MINERVA A. LAING, Instructor in Art, State Normal School, Hyannis.

METHODS IN AMERICAN LITERATURE AND CITIZENSHIP. — JAMES M. GRAINGER, Instructor in English, State Normal School, Farmville, Virginia.

METHODS OF INSTRUCTION IN SCHOOL NURSING. — This course is intended for thoroughly trained nurses who either are now teaching or are about to teach as school nurses in the public schools of Massachusetts. JESSIE M. C. HUME, Massachusetts Charitable Eye and Ear Infirmary, Boston, Mass.

METHODS IN PHYSICAL EDUCATION AND PLAYGROUND WORK. — BARBARA WEBSTER, Instructor in Physical Education, State Normal School, Hyannis.

PSYCHOLOGY. — If a sufficient number of properly prepared students present themselves, an advanced course in Psychology will be given by HENRIETTA V. RACE, Director of Psychological Clinic, Public Schools, Youngstown, Ohio.

METHODS IN COMMUNITY CIVICS FOR JUNIOR AND SENIOR HIGH SCHOOLS. — HORACE KIDGER, Instructor in Civics and History, Newton Technical High School, Newton, Mass.

METHODS IN PRIMARY READING AND LANGUAGE. — This course will be given if a sufficient number of teachers apply. — BESSIE A. MORSE, Instructor, Hyannis Training School.

Character of the Work

The work here offered is so varied that teachers of all grades from the kindergarten to college, teachers of special schools, supervisors and superintendents of schools may each and all find work adapted to their needs, and get into touch with the latest in pedagogy.

It is usually more satisfactory not to try to arrange the details of one's program before arrival at Hyannis unless one has been a member of the school in former summers.

Each of the regular courses here offered requires two forty-five minutes recitation periods each school day, and two or more hours of study. The recitation period is devoted mainly to discussions participated in by students and teacher. Earnest students are thus guided in their thinking and study so that they are glad to spend as many hours as they need to spend upon the preparation work.

We earnestly advise each student to take such a program that he may spend his forenoons and evenings in study and devote the whole or a large part of the afternoons to sailing, bathing or frolics on the beach, or in tramping, bicycling or automobiling over the attractive, well-kept roads.

Expenses

Tuition will be free to all who live in the State or who teach in the State; to others the nominal fee of $10 will be charged for each session.

Board

The school furnishes board to those desiring it at $35 for the first session, July 3 – August 3, and at $28 for the second session, August 6–31, a price which is expected to cover the cost of food, service and necessary attendant expenses.

Rooms

The school has one dormitory which accommodates sixty (60) people, sixteen tent-houses near the dormitory accommodating from two to four each, and twelve double tent-houses at the beach which accommodate the families of instructors and superintendents.

During the first session of 1922 about 600 of our students were accommodated in rooms in the village.

The normal school secures from each Hyannis resident offering rooms the following data:

Name _____

Address _____

Whole number of rooms _____

Number of rooms for 2 persons _____

Number of rooms for 1 person _____

Price *per person* for 2 persons in room _____

Price *per person* for 1 person in room _____

Is there a bath-room in your house? _____

Is there electricity in your house? _____

This data is kept on file in the office and is used for the benefit of summer school students.

The rooms in the dormitory are usually spoken for at least a year in advance and we have a long waiting list. These rooms will not be assigned to non-resident students if desired by teachers residing in Massachusetts.

Rooms in the village range in prices from $3 to $5 each person for two persons in a room, and from $4 to $10 for one person in a room.

The school holds itself in readiness to assist in every reasonable way in securing rooms but does not assume financial responsibility in the matter.

Registration

Students are expected to register and secure their rooms on Monday, July 2, as the school opens on Tuesday, July 3, at 8 A.M.

The Summer Session similar to the Winter Sessions

It seems desirable to have it understood by all who contemplate attending this school that it is a *real school*, established and supported by the State for the professional training of those who are now or expect to be teachers or superintendents in the State. It is, in fact, a State normal school and is administered on that basis.

Students are expected to conform to such simple regulations as seem to the student body and to the faculty desirable for the proper management of the school. A few regulations have been found necessary in connection with the dormitory, so that those who desire to study evenings may have some quiet, uninterrupted hours for the same.

The work will be like the regular work of the school year. The same amount of study, of lecture room and of laboratory time will be required in each subject.

Students may take one or two subjects, but the work must be intensive in one.

The work is so planned that it is not possible to take more than two of the heavier subjects, and students are earnestly advised to take but one.

Credits Allowed

Due credits will be allowed for work which has been done in other normal schools or in colleges.

Teachers in service may be allowed to offer their experience between the successive sessions in lieu of practice in the training school.

Diplomas Granted

Credit will be given for each subject that is satisfactorily completed. A diploma will be awarded when the amount of work done by the student is equal to that required in the regular course.

The time required for earning a diploma will depend upon the former preparation and upon the amount and character of work in this school.

Admission

Superintendents, supervisors and teachers of maturity who have been in service for two or more years, and graduates of four-year courses in high schools who have taught one year, will be admitted without examination.

Graduates of high schools and teachers of less than the above experience who desire to teach in the State may be admitted without examination, but without entrance examinations cannot be assured that they will receive credit to count toward a diploma.

The principal will be glad to answer any inquiries which are not answered in this circular.

W. A. BALDWIN, *Principal.*

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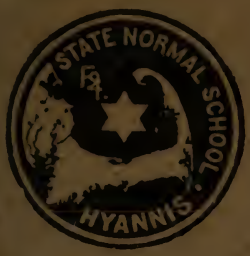
1922/23



Hyannis Normal School

IN CONTINUOUS SESSION

1923

Fall Term opens September 12, 1923.

Spring Term opens January 23, 1924.

SUMMER SESSIONS

First Section opens July 3, 1923.

Second Section opens August 6, 1923.

STUDENTS MAY ENTER AT THE BEGINNING OF EACH TERM

HYANNIS

MASSACHUSETTS

Historical Episodes at the Seashore.

Each class of the first summer session of 1922 planned and presented an historical episode as a part of the Twenty-fifth Anniversary exercises.

The Hyannis Normal School building as seen from Main Street in July, 1922.

STATE NORMAL SCHOOL

AT

HYANNIS, MASS.

CATALOGUE AND CIRCULAR
FOR 1923

SUMMER AND WINTER SESSIONS

BOSTON
WRIGHT & POTTER PRINTING CO., STATE PRINTERS
32 DERNE STREET
1923

Publication of this Document
approved by the
Commission on Administration and Finance.

The Commonwealth of Massachusetts

DEPARTMENT OF EDUCATION.

PAYSON SMITH, *Commissioner of Education.*

Members of Advisory Board.

THE COMMISSIONER OF EDUCATION, *Chairman, Ex Officio.*

Term expires.

1923. SARAH LOUISE ARNOLD, Riverbank Court, Cambridge.
1923. Mrs. ELLA LYMAN CABOT, 1 Marlborough Street, Boston.
1924. ARTHUR H. LOWE, Fitchburg.
1924. WALTER V. McDUFFEE, Central High School, Springfield.
1925. A. LINCOLN FILENE, 426 Washington Street, Boston.
1925. THOMAS H. SULLIVAN, Slater Building, Worcester.

GEORGE H. VARNEY, *Business Agent.*
THOMAS J. GREEHAN, *Chief Clerk.*

Division of Elementary and Secondary Education and Normal Schools.

FRANK W. WRIGHT, *Director.*

ROBERT I. BRAMHALL	*Agent for Research and Statistics.*
LOUISE S. FRENCH	*Assistant Supervisor of Physical Education.*
HARRY E. GARDNER	*Agent for Registration of Teachers.*
BURR F. JONES	*Supervisor of Elementary Education.*
CLARENCE D. KINGSLEY	*Supervisor of Secondary Education.*
CARL L. SCHRADER	*Supervisor of Physical Education.*

The Department of Education.

Division of Elementary and Secondary Education and Normal Schools.
Division of Vocational Education.
Division of University Extension.
Division of Immigration and Americanization.
Division of Public Libraries.
Division of the Blind.
Teachers' Retirement Board.
Massachusetts Nautical School.
Massachusetts Agricultural College.
Bradford Durfee Textile School, Fall River.
Lowell Textile School.
New Bedford Textile School.

FACULTY.

(Winter Session, 1922–23.)

W. A. Baldwin, B.S., Principal. Educated at Oswego Normal School, Harvard University, Cornell University, Chicago University.

Julia A. Haynes, A.B. Educated at Wellesley College, Marine Biological Laboratory, Woods Hole, University of Michigan.

Angie M. Faunce,[1] A.A.G.O. Educated at Boston University and New England Conservatory.

Charles H. Morrill, B.S. Educated at Bridgewater Normal School, Harvard University.

Minerva A. Laing. Educated at Oswego Normal School, Massachusetts Institute of Technology.

Hannah M. Harris, Ph.B. Educated at Farmington Normal School, Cornell University, University of Pennsylvania.

Annie S. Crowell, B.S. Educated at Hyannis Normal School, Harvard University, Columbia University. (Substitute, Barbara Webster. Educated at Boston School of Physical Education.)

Bessie E. Goff, B.S.[1] Educated at Simmons College.

Katharine C. Cotter, Secretary and Librarian.

Hyannis Training School.

William G. Currier, B.H., Principal, grades 8 and 9. Educated at International Young Men's Christian Association College, Hyannis Normal School.

Anastasia McMullen, grades 6 and 7. Educated at Fitchburg Normal School.

Emilie S. Sears, grades 5 and 6. Educated at Hyannis Normal School.

Carrie B. Dean, grade 4. Educated at Bristol Academy, Hyannis Normal School.

Mary M. Hallett, grade 3. Educated at Hyannis Normal School.

Bessie A. Morse, grade 2. Educated at Hyannis Normal School.

Grace V. Rowland, grade 1, Principal, Primary Department. Educated at North Adams Normal School.

West Yarmouth Training School.

Pearl M. Johnson, grades 1 to 4. Educated at Hyannis Normal School.

Lillian M. Besse, grades 7 to 8. Educated at Hyannis Normal School.

Other Officers.

Bessie E. Goff, Matron of Dormitory.

Albert W. Fuller, Engineer and Janitor.

Joseph R. Murray, Assistant Engineer and Janitor.

Robert Murray,[1] Gardener.

James Wm. Ryder, Assistant Gardener.

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[1] Part-time service.

FACULTY.

LIST OF SUBJECTS AND INSTRUCTORS.

First Session of the Double Summer Session, July 11 to Aug. 4, 1922.

Psychology, Henrietta V. Race, Director of Psychological Clinic, Public Schools, Youngstown, Ohio.

Project Work and Socialized Recitation for Upper Grades, Abbie L. Day, Instructor, State Normal School, Lowell, Mass.

Modern Educational Methods for the Kindergarten and Primary Schools, Mildred Miller, Instructor, Teachers' College, Columbia University, New York City.

Methods in Mental Measurements, Percival M. Symonds, Instructor, Teachers' College, Columbia University, New York City.

Methods in Junior High School English, James M. Grainger, Instructor, State Normal School, Farmville, Va.

Methods in Cooking and Sewing for Junior High School Grades, Elizabeth C. Condit, Supervisor of Household Science, Pratt Institute, Brooklyn, N. Y.

Methods in Industrial Work for the Grades, Elizabeth Hoxie, Instructor in The New Bedford Anti-Tuberculosis Sanitarium, New Bedford, Mass.

Methods in Primary Reading and Language, Bessie A. Morse, Instructor, Hyannis Training School.

Methods in Primary Arithmetic, Lena L. Carpenter, First Assistant in Charge, Margaret Fuller School, Jamaica Plain, Mass.

Methods in Citizenship for First Six Grades, Hannah Margaret Harris, Instructor in History and Social Science, Hyannis Normal School.

Methods in Music, Arthur J. Dann, Instructor in Music, High School, Worcester, Mass.

Methods in Supervision, Ernest W. Butterfield, Commissioner of Education, State of New Hampshire, and John F. Scully, Superintendent of Schools, Brockton, Mass.

Methods in the Study of Plants and Animals and in School Gardening, Julia Anna Haynes, Instructor in Biology, Hyannis Normal School.

Immigrant Education, Charles M. Herlihy, State Supervisor of Americanization, and Mary L. Guyton, Assistant State Supervisor of Americanization.

Methods of Instruction in School Nursing, Jessie M. C. Hume, Director, Social Welfare, Massachusetts Charitable Eye and Ear Infirmary, Boston, Mass.

Continuation School Work, Robert O. Small, Director, Division of Vocational Education, Anna A. Kloss, Agent for Teacher Training in Household Arts Schools, and other agents.

Methods in Physical Education, Carl L. Schrader, State Director of Physical Education, State House, Boston, assisted by Louise Stewart French, Assistant State Director of Physical Education, and Bessie L. Fisher, Physical Director, High School of Commerce, Worcester, Mass.

Methods for Household Arts and Evening Practical Arts Teachers, Edith B. Hunt, Edna M. Sturtevant, Agnes C. Early, Caroline E. Nourse, Agents of the Department of Education, Division of Vocational Education, State House, Boston, Mass.

Second Session of the Double Summer Session, Aug. 7 to Aug. 31, 1922.

Methods in Art Instruction, Minerva A. Laing, Instructor in Art, Hyannis Normal School.

Methods in American Literature and Citizenship, James M. Grainger, Instructor, State Normal School, Farmville, Va.

Project Work and Socialized Recitation for Junior High School and High School Teachers, Fred H. Baldwin, Instructor, High School, Holyoke, Mass.

Methods in Physical Education and Playground Work, Barbara Webster, Instructor in Physical Education, Hyannis Normal School.

Methods in Music, Arthur J. Dann, Instructor in Music, High School, Worcester, Mass.

Psychology, Henrietta V. Race, Director, Psychological Clinic, Public Schools, Youngstown, Ohio.

Methods in Community Civics for Junior and Senior High Schools, Horace Kidger, Instructor in Civics and History, Newton Technical High School, Newton, Mass.

Methods in Geography, Frederick K. Branom, Instructor in Geography, Normal School, Chicago, Ill.

Methods in Primary Reading and Language, Bessie A. Morse, Instructor, Hyannis Training School.

CALENDAR.

1922.

Sept. 5–8. — Bridgewater Conference.
Sept. 11–12. — Monday and Tuesday, second entrance examinations.
Sept. 13. — Wednesday, school year begins.
Nov. 19. — Wednesday night, Thanksgiving recess begins.
Dec. 4. — Monday night, Thanksgiving recess ends.
Dec. 22. — Friday night, Christmas recess begins.

1923.

Jan. 1. — Monday night, Christmas recess ends.
Jan. 23. — Tuesday morning, spring term begins.
Mar. 23. — Friday night, Easter vacation begins.
Apr. 4. — Wednesday night, Easter vacation ends.
June 7–8. — Thursday and Friday, first entrance examinations.
June 14. — Thursday, Commencement exercises.
July 3. — Summer session (first session) begins.
Aug. 3. — Summer session (first session) ends.
Aug. 6. — Summer session (second session) begins.
Aug. 31. — Summer session (second session) ends.
Sept. 4–7. — Bridgewater Conference.
Sept. 10–11. — Monday and Tuesday, second entrance examinations.
Sept. 12. — Wednesday, fall term begins.
Nov. 28. — Wednesday night, Thanksgiving recess begins.
Dec. 3. — Monday night, Thanksgiving recess ends.
Dec. 21. — Friday, Christmas recess begins.

1924.

Jan. 1. — Tuesday night, Christmas recess ends.
Jan. 22. — Tuesday night, fall term ends.
Jan. 23. — Wednesday morning, spring term begins.

State Normal School

HYANNIS, MASSACHUSETTS.

The Hyannis Normal School has been in session, both winter and summer, for the past twenty-five years.

We are now offering normal school training to high school graduates and to teachers, supervisors and superintendents of schools throughout the year, as follows: —

Fall term	September 12
Spring term	January 23
Summer terms: —	
First term	July 3
Second term	August 6

FLEXIBILITY OF COURSES.

This arrangement will allow of much flexibility: —

1. Students may be received in September, January, July or August and fit into classes which are then starting.

2. Students may attend during the fall and spring terms, September to June, for two years, and thus secure a two-year diploma.

3. Students may attend during the fall and spring terms and the double summer session of the first year, continue through the fall term of the second year, then go out and teach during the spring term, and return and take the double summer session of the second year, thus securing the two-year diploma.

4. Teachers with three years or more of successful experience may come for two double summer sessions and the intervening fall and spring terms, thus securing a two-year diploma with the loss of but one year of teaching.

5. Teachers of three years or more of successful experience who have received some professional training in a reputable normal school may receive due credit to count toward a diploma.

HEALTH, HAPPINESS AND HELPFULNESS.

Health, happiness and helpfulness are our watchwords, and with these both preached and practiced the development of the students is usually very encouraging. They steadily grow in power to think, to enjoy, and to be helpful.

OPPORTUNITY FOR SELF-HELP.

We take great pains to give students who need aid opportunities to do some work about the school and in the village. Money may be borrowed from funds connected with the school.

A promising student whose health is good may feel quite certain of being able to secure enough assistance to get through the school.

APPLICATION FOR ADMISSION.

We are glad to correspond with any one desiring to know about conditions of entering either winter or summer session. If your first letter does not secure for you the desired information, write again and again until you are satisfied.

Circulars and blanks will be furnished on application describing entrance requirements and courses offered.

THE BOARDING HALL.

Non-resident students are expected to room in the dormitory or in private families approved by the principal.

The cost of board and room at the dormitory for the current year is $250 for the winter session of thirty-eight weeks. Board is payable quarterly, in advance, *i.e.*, $62.50 at the beginning of each quarter.

FURNITURE.

Each boarder is expected to furnish bedding, towels, napkins and napkin ring and clothes bag. It will be well for each to bring four pillow cases, three sheets, two blankets and one coverlet. Every article of clothing must be distinctly and indelibly marked with the owner's name.

THE DORMITORY LIFE.

The student coming into our dormitory life finds a group of teachers and fellow students living together with much of the family spirit. The food is simple but varied, well cooked and abundant. There is regularity in eating, sleeping and study.

Much attention is paid to the social side of student life, especially during the early part of the school year.

Beside the regular, everyday interchange of amenities common in the usual boarding school, much is done in the way of simple, informal socials, when the whole school meet on Friday night for a frolic. This may take various forms, from a quiet progressive game party or an evening when each is engaged in some industrial occupation, to a rollicking time like a Hallowe'en party in the woods, or a sleighing party topped off with maple sugar on snow.

The life of our students is very full, from the rising hour at 6.30 to the retiring hour at 10, but the work and play are so varied and so intermingled that the students improve in health, and are for the most part happy, thoughtful and earnest.

STATE AID.

The State appropriates $4,000 per annum for the normal schools, which is given to promising pupils who are unable, without assistance, to meet all their expenses; but no one receives such assistance till the second term of the course.

Any one desiring to obtain assistance through the students' loan fund or the State aid fund should apply to the principal of the school for the proper blanks.

GUSTAVUS HINCKLEY FUND.

The income from the Gustavus Hinckley Fund is now available, and is being used to aid promising students who need such assistance.

FREE TUITION.

Residents of Massachusetts declaring their intention to teach in the State will not be required to pay tuition; but each pupil from another State shall pay at the beginning of each half-year session the sum of $25 for the use of the school.

SCHEDULE FOR EXAMINATIONS FOR 1923.

JUNE 7 AND SEPTEMBER 10.

8.15– 8.30. Registration.
8.30–10.30. English.
10.30–12.30. Latin, commercial subjects.
1.30– 4.30. Social studies.

JUNE 8 AND SEPTEMBER 11.

8.15– 8.30. Registration.
8.30–10.30. Mathematics.
10.30–12.30. German, French, Spanish.
1.30– 4.00. Sciences.
3.30– 5.00. Fine and practical arts.

CURRICULUM.

Name and Number of Courses.	Number of Weeks.	Periods Weekly of —		
		Recitation.	Laboratory or Teaching.	Expected Outside Preparation.
First Year.				
History and Social Science 1 (Social Study)	18	4	–	5⅓
English Language 1 (Composition)	36	3	–	4
Literature 1 (Modern English Literature)	36	2	–	2⅔
Drawing 1	18	2	–	2⅔
	18	3	–	4
Music 1	36	1	–	–
Music 3 (Chorus)	36	1	–	–
Practical Arts 1 (Euthenics)	10	1	2⅔	–
Practical Arts 2 (Cooking)	10	–	2⅓	1
Practical Arts 3 (Sewing)	15	–	2⅓	1
Practical Arts 4 (Woodworking)	18	–	2⅓	–
Practical Arts 5 (Reed and Raffia Work)	10	–	2	2
Practical Arts 6 (School Garden)	18	2	2⅓	1⅓
Science 1 (General Science)	18	3	2⅓	2
Science 2 (Physics)	18	3	2⅓	2
Science 3 (Biology)	18	2	2⅓	1⅓
Physical Education 1	18	–	4	–
Physical Education 2 (Hygiene)	18	3	2⅓	2
Physical Education 3	18	1	5⅓	⅔
Education 1 (Psychology)	18	3	–	4
Education 2 (Pedagogy)	18	2	–	2⅔
Education 3 (Mental Measurements)	18	3	–	4
Second Year.				
Mathematics 1 (Number Methods)	12	4	–	5⅓
Mathematics 2 (Arithmetic Methods)	18	3	–	4
Geography	18	5	2⅓	3⅓
History and Social Science 2 (American History and Civics)	18	5	–	6⅔
English Language 2 (Primary Reading Methods)	10	2	–	2⅔
English Language 3 (Language Methods)	9	2	–	2⅔
English Language 4 (English Expression)	18	2	–	2⅔
English Language 5 (Grammar School Reading Methods)	9	2	–	2⅔
English Language 6 (Penmanship Methods)	10	1	–	1⅓
Literature 2 (Children's Literature)	36	2	–	2⅔
Drawing 2 (Drawing Methods)	18	3	–	4
Music 2	18	1	–	–
Music 3 (Chorus)	36	1	–	–
Physical Education 4	18	5⅓	–	¼
Physical Education 5	9	2	–	1⅓
Physical Education 6	18	½	1	⅔
Education 4 (History of Education)	18	3	–	4
Education 5 (School Management)	18	2	–	2⅔
Practice Teaching	12	–	25	10

Advanced Courses.

Whenever students of sufficient promise and number desire to go beyond the work of the two years' curriculum a class will be formed.

The aim of the work offered will be to better prepare students to do departmental work or to prepare for principalships and supervisory work.

MATHEMATICS.

Mathematics 1. Methods in primary number for teachers in elementary schools. Miss Rowland.

Second year. Twelve weeks; four recitation periods weekly; outside preparation, five and one-third periods weekly.

The aim of this course is to study the methods of teaching arithmetic in the primary grades. The principles discussed in class are illustrated in model lessons observed in the training school.

Mathematics 2. Methods in grammar school arithmetic for teachers in elementary schools. Mr. Morrill.

Second year. Eighteen weeks; three recitation periods weekly; outside preparation, four periods weekly.

The aim of this course is to point out aims, methods and means of teaching arithmetic in grammar grades. Model lessons are observed in the training school as a basis for classroom discussions. Much time is devoted to the writing of lesson plans and to developing the power to question logically.

HISTORY AND SOCIAL SCIENCE.

History and Social Science 1. Introductory social study, — a course for teachers in elementary schools. Miss Harris.

First year. Eighteen weeks; four recitation periods weekly; outside preparation, average five and one-third periods weekly.

The aims of this course are: (1) To make the student conscious of his own relations to the common life of some of the most important social groups of which he is a member, — the family, the school, the town, the State; to direct his observation of familiar facts of such group life; to enable him, by aid of discussion and of reading, to arrive at a few general conclusions whose application will increase his social serviceableness.

(2) To emphasize the social aims of all education, and to suggest those opportunities and means for realizing this aim which may be found by a teacher in the elementary public schools.

History and Social Science 2. American history and civics, — a course for teachers in elementary schools. Miss HARRIS.

Second year. Eighteen weeks; five recitation periods weekly; outside preparation, average six and two-thirds periods weekly.

The aims of this course are: (1) To increase the student's interest in his social and political environment, his understanding of this environment, and his capability of reacting healthfully upon it. (2) To suggest ways in which the biographical material of history may be utilized in the lower grades to build up for the younger children personal ideals, and ways in which both this and other material from history may be so chosen and so treated in the upper elementary grades as to contribute to the social, especially civic, ideals of the older children.

ENGLISH LANGUAGE.

English Language 1. Course in oral and written composition for teachers in elementary schools. Miss HARRIS and Miss HAYNES.

First year. Thirty-six weeks; three recitation periods weekly; outside preparation, average four periods weekly.

The aim of this course is to train students to think clearly and to express their thoughts well in speech and in writing. To this end the concrete experiences of the pupils, their reading, and other serviceable material will be used.

English Language 2. Methods in primary reading for teachers in elementary schools. Miss ROWLAND.

Second year. Ten weeks; two recitation periods weekly; outside preparation, two and two-thirds periods weekly.

The aim of this course is to acquaint the class with the best methods of teaching reading in the first four grades. Students discuss model lessons observed in the training school and plan lessons for teaching reading in these grades.

English Language 3. Methods in language work for teachers in elementary schools. Miss HARRIS.

Second year, first term. Nine weeks; two recitation periods weekly; outside preparation, average two and two-thirds periods weekly.

The following are the subjects discussed: the aims of language work in the elementary schools, the methods suited to this work, its correlation with other work and the ground to be covered in each grade. The students prepare plans for lessons in the different grades, and these plans are criticized by the class and by the instructor.

English Language 4. English Expression. Miss HARRIS.

Second year, first term. Eighteen weeks, two recitation periods weekly; outside preparation, two and two-thirds periods weekly.

Oral and written expression needed in teaching; reading aloud, dramatics, morning exercises, impromptu speaking, writing reports for superiors for newspapers, town meetings, etc.

English Language 5. Methods in reading for grammar grades, — a course for teachers in elementary schools. Miss HARRIS.

Second year. Nine weeks; two recitation periods weekly; outside preparation, average two and two-thirds periods weekly.

The attempt is made in this course to show by illustration and by suggestion how reading should be taught in the grammar grades. The mental processes involved in the act of reading, procedure tending to cultural results, drill required for improving technique, and principles governing the selection of reading matter are the main phases of the subject which receive attention.

English Language 6. Methods in penmanship for teachers in elementary schools. Miss MORSE.

Second year, first term. Ten weeks; one recitation period weekly; outside preparation, one and one-third periods weekly.

The aims of this course are to give the students power to write neatly and legibly upon the blackboard, and to prepare them to teach this subject in the public school.

DRAWING.

Drawing 1. Introductory course in drawing for teachers in elementary schools. Miss LAING.

First year. Thirty-six weeks; two recitation periods weekly during first term and three recitation periods weekly during second term; outside preparation, two and two-thirds periods weekly during first term and four periods weekly during second term.

The course aims to give training in ability to see correctly forms and colors and to express in drawing what is seen; to lead the student to appreciate relation of beauty and fitness; to develop taste (and æsthetic judgment) in the use of colors, of textures and in design; and to lead to a keener appreciation of manifestations of harmony in color or form in life.

Drawing 2. Method course for teachers in elementary schools. Miss LAING.

Second year, first term. Eighteen weeks; three recitation periods weekly; outside preparation, four periods weekly.

This course aims to instruct students in methods of teaching each of the several aspects of drawing in the elementary grades. It includes, also, practice in blackboard sketching and the planning and working out of several forms of constructive work adapted to use in the elementary grades.

MUSIC.

Music 1. Methods in music for teachers in elementary schools. Miss FAUNCE.

First year. Thirty-six weeks; one recitation period weekly.

Music 2. Methods in music for teachers in elementary schools. Miss FAUNCE.

Second year, first term. Eighteen weeks; one recitation period weekly.

The object of Courses 1 and 2 is to give students confidence and therefore greater efficiency in their class work by acquiring (1) accurate knowledge of the subject-matter; (2) the ability to do themselves what they will require of their pupils; (3) more critical judgment, by means of which they will be able to recognize and correct errors; (4) a practical command of methods.

Music 3. Chorus singing by the whole school. Miss FAUNCE.

First and second years. Seventy-two weeks; one recitation period weekly.

PRACTICAL ARTS.

Practical Arts 1 (Euthenics). Introductory household arts course for teachers in elementary schools. Miss GOFF.

First year. Ten weeks; one recitation period weekly; outside preparation and practice, average two and two-thirds periods weekly.

The aim of this course is to help our students to a practical realization of the best methods of keeping their dormitory rooms and conveniences and school rooms clean, neat and orderly.

Practical Arts 2. Cooking course for teachers in the elementary schools. Miss GOFF.

First year. Ten weeks; two and one-third laboratory periods weekly; outside preparation, average one period weekly.

The aim of this course is to acquaint our students with the basic principles of cookery, and to apply these principles to the cooking of such foods as are in common use in the home. Part of the time is devoted to the consideration of methods of teaching cooking in the grades of rural schools.

Practical Arts 3. Sewing course for teachers in elementary schools. Miss GOFF.

First year, second term. Fifteen weeks; two and one-third laboratory periods weekly; outside preparation, average one period weekly.

The aim of this course is to prepare teachers for teaching sewing in the grades of the elementary schools. Students are required to make certain types of practical articles adaptable to grade work. The students consider methods of teaching sewing as well as the actual sewing.

Practical Arts 4. Manual training course for teachers in elementary schools. Mr. MORRILL.

First year. Eighteen weeks; two and one-third laboratory periods weekly; no outside preparation.

The aim of this course is to acquaint the students with the common tools used in woodworking, the use of working drawings, the preparation and finish of woods, with some suggestions as to the principles which shall determine the kind of work done in elementary grades.

Practical Arts 5. Methods in handwork, such as weaving, hammock making, cane seating, reed and raffia work, etc., for teachers in elementary schools. ————

First year. Ten weeks; two laboratory periods weekly; outside preparation, about two periods weekly.

The aim of this course is to train teachers to deal properly with manual work appropriate for the elementary schools.

Practical Arts 6. School garden work. Miss HAYNES.

First year. Eighteen weeks; two recitation periods weekly; two and one-third laboratory periods weekly; outside preparation, one and one-third periods weekly.

SCIENCE.

Science 1. General Science course for teachers in elementary schools. Miss LAING.

First year, first term. Eighteen weeks; three recitation periods weekly; two and one-third laboratory periods weekly; outside preparation, two periods weekly.

The aim of this course is to give fundamental facts in chemistry and minerals which will furnish the student with a basis for the study of domestic science, school gardening, and geography, and to give some training in inductive thinking.

Science 2. Physics course for teachers in elementary schools. Mr. MORRILL.

First year, second term. Eighteen weeks; three recitation periods weekly: two and one-third laboratory periods weekly; outside preparation, two periods weekly.

The aim of this course is to explain phenomena of every-day life, to give a reasonable basis for facts met in other subjects and in the life of the elementary school, and to acquaint the student with scientific reasoning for his own cultural development.

Science 3. Biology, including Practical Arts 6, for teachers in elementary schools. Miss HAYNES.

First year. Thirty-six weeks; two recitation periods weekly; two and one-third field or laboratory periods weekly; outside preparation, one and one-third periods weekly.

The aim of this course is to make students acquainted with the living things about them in such a way as to broaden their sympathies, to make their own lives richer, and to increase their helpfulness as members of the community in which they live. The course is at once cultural and practical. Throughout the year there is constant study of plants and animals in their natural surroundings, or living under practically normal conditions in garden and laboratory. Vegetable and flower gardens are made; the relation of birds, insects, weeds and fungous diseases to man is studied. The students collect, clean and test seeds, spray, prune and graft trees, and take an active part in the control of insect pests of the shade and forest trees of the town. Methods are studied throughout the course.

PHYSICAL EDUCATION.

Physical Education 1. Introductory course in physical training for teachers in elementary schools. Miss WEBSTER.

First year, first term. Eighteen weeks; four exercise periods weekly.

The aim of this course is to acquaint students with forms of formal gymnastics, folk-dancing, games and sports that are suitable for use in elementary schools. Much of the work is done out of doors.

Physical Education 2. Course in hygiene for teachers in elementary schools. Miss WEBSTER.

First year, first term. Eighteen weeks; three recitation periods weekly; two and one-third laboratory periods weekly; outside preparation, two periods weekly.

The aim of this course is to help students to interpret their own experiences through a study of the structure and functions of the human body and to apply their knowledge to every-day living.

Physical Education 3. Preliminary course in methods in physical training for teachers in elementary schools. Miss WEBSTER.

First year, second term. Eighteen weeks; one recitation period weekly; five and one-third exercise periods weekly; outside preparation, two-thirds of a period weekly.

The aim of this course is to point out the values of various forms of physical training, and to train students in the technique of leading groups of people in formal gymnastics, folk-dancing and games. Practice in teaching fellow students is provided.

Physical Education 4. Methods in physical training for teachers in elementary schools. Miss WEBSTER.

Second year, first term. Eighteen weeks; five and one-third periods weekly; outside preparation, average one-fourth of a period weekly.

The aim of this course is to direct students in observation and practice in teaching children gymnastics, folk-dancing and games. Students observe the work of the regular teachers in the training school and assist in teaching.

Physical Education 5. Methods in hygiene for teachers in elementary schools. Miss WEBSTER.

Second year, second half of first term. Nine weeks; two recitation periods weekly; outside preparation, one and one-third periods weekly.

The aim of this course is to help students to see ways in which the public school may influence the health of children, and to plan how to inspire and encourage children to practice various phases of hygienic living.

Physical Education 6. Course in playground supervision for teachers in elementary schools. Miss WEBSTER.

Second year, second term. Eighteen weeks; one recitation period fortnightly; two playground periods fortnightly.

The aim of this course is to point out the possibilities of play as a form of training, and to give actual practice in playground work.

EDUCATION.

Education 1. Introductory course in educational psychology for teachers in elementary schools. Mr. BALDWIN.

First year, first term. Eighteen weeks; three recitation periods weekly; outside preparation, four periods weekly.

The aim of this course is to aid students to understand the more obvious mental activities, and thus to give them a basis for the study and practice of modern pedagogy.

Education 2. Course in pedagogy for teachers in elementary schools. Mr. BALDWIN.

First year, second term. Eighteen weeks; two recitation periods weekly; outside preparation, two and two-thirds periods weekly.

The aim of this course is to help the student to understand what is meant by method, and how the proper method always grows out of the natural relations which exist between the development of the human mind and the study of the subject under consideration.

Education 3. Mental measurements. Mr. MORRILL.

First year, second term. Eighteen weeks; three recitation periods weekly, outside preparation, four periods weekly.

Education 4. Course in history of education for teachers in elementary schools. Mr. BALDWIN.

Second year, first term. Eighteen weeks; three recitation periods weekly; outside preparation, four periods weekly.

The aim of this course is to review the principles of psychology and pedagogy and to give to them additional emphasis, breadth and strength by giving them an historical setting and by connecting their development with the evolution of human thought.

Education 5. Course in school management for teachers in elementary schools. Mr. BALDWIN.

Second year, second term. Eighteen weeks; two recitation periods weekly; outside preparation, two and two-thirds periods weekly.

The aim of this course is to aid the students to understand the principles underlying the school management which is being applied, both in the normal school and in the training school, and how they may apply these same principles in their own schools.

LITERATURE.

Literature 1. Course in modern English and American literature for teachers in elementary schools. Miss HARRIS.

First year. Thirty-six weeks; two recitation periods weekly; outside preparation, average two and two-thirds periods weekly.

The aim of this course is to increase the student's appreciation, not only of books, but also of certain aspects of nature and of life whose realization is believed to be cultural in the deeper sense of the word. These aspects have been forcefully or attractively dwelt upon in the work of some modern authors whose appeal to the interest of young men and women is vital, but who have written also for children. About one-third of the time is spent on this literature for children.

Literature 2. Course in children's literature. Miss HARRIS.

Second year. Thirty-six weeks; two recitation periods weekly; outside preparation, average two and two-thirds periods weekly.

The aim of this course is to make the young teacher not only acquainted at the outset with a considerable body of children's literature, but also able to select wisely the additional literature that new occasions will demand.

GEOGRAPHY.

Geography. Methods course for teachers in elementary schools. Mr. MORRILL.

Second year. Eighteen weeks; five recitation periods weekly; two and one-third laboratory periods weekly; outside preparation, three and one-third periods weekly.

The aim of this course is to give the student a knowledge of elementary laws of physiography, and acquaint him with the best methods of teaching geography in the elementary schools.

PRACTICE TEACHING.

Practice Teaching. Observation and teaching in the practice school, for teachers in elementary schools.

Second year, second term. Twelve weeks; about twenty-five recitation periods weekly; outside preparation, about ten periods weekly.

The aims are to furnish students illustrations of good teaching, and to train these students in planning and giving lessons to children for whose welfare they are temporarily responsible, and in all of those details which are necessary in a good school.

STUDENTS' LOAN FUND.

WHAT THE FUND HAS DONE.

From the first year of the Hyannis Normal School there has been a loan fund, and fully 10 per cent of the graduates of the school have needed to avail themselves of its help to get through the school. It is interesting to note that these same graduates have been among the most successful.

NEED FOR THIS FUND.

The attention of the principal is continually being called to bright, promising young men and women who have graduated from the high schools of their native towns and desire to become teachers, but have not sufficient funds with which to pay their board at a normal school.

It has been found that those applicants who are worthy, and are really in earnest in the matter, can in some way secure one-half of the required amount if they can borrow $125 from

this loan fund. It is therefore proposed to loan to each student who applies, and proves worthy, $125 per year, the same to be repaid in five years or less.

Advantage of Plan.

This plan helps the pupil to help himself. It gives the school the best kind of student with whom to work. It furnishes the schools of the State with teachers who appreciate something of what has been done for them. The State needs many more of such teachers, and the school can easily accommodate a larger number of students.

A Perpetual Fund.

This money goes out and comes back, only to again go out in a never-ending stream of benefactions.

Great Returns from Small Investments.

A small gift may therefore be the means of aiding hundreds of young people to become teachers.

THE PLAN FOR STUDENT PARTICIPATION IN THE GOVERNMENT OF THE STATE NORMAL SCHOOL AT HYANNIS.

Adopted by the School in the Fall of 1922.

Constitution.

Article 1.

A Student Council shall be the representative body, chosen from the Student Body, acting with the principal and faculty in suggesting rules and regulations, and aiding in any way to make the school more efficient in all its activities.

Article 2.

The Council shall be chosen at the beginning of the fall term and at the beginning of the spring term.

ARTICLE 3.

The Council shall consist of a President, a Secretary, who shall also act as Treasurer, the chairman of the Social Committee, the chairman of the Athletic Committee, and the chairman of the Dormitory Committee, all members to be chosen from the Honor Roll of the school as drawn up by the Faculty.

ARTICLE 4.

The Dormitory Committee shall consist of three members drawn from the Honor Roll besides the chairman. One member to be chosen from the first floor, one from the second, and one chosen from the third and fourth floors combined, who shall be elected by the Student Body during the first week of each month from nominations made by the respective floors.

ARTICLE 5.

There shall be two associate members on the Athletic Committee and two associate members on the Social Committee chosen by the Student Body during the first week of each month.

ARTICLE 6.

All officers and chairmen of all committees shall be elected by plurality vote after nominations from the floor.

ARTICLE 7.

The sub-members of committees shall be instructed in their duties by the chairman of their respective committee.

ARTICLE 8.

The Student Council shall hold a regular meeting during the first week of every month, and special meetings shall be called whenever found advisable by the President, the Principal, or the Acting Principal of the school.

ARTICLE 9.

Rules and Regulations shall be drawn up by the Council at the beginning of each school year.

ARTICLE 10.

Any Rules or Regulations drawn by the Council shall be submitted to the Faculty, and if approved shall then be submitted to the Student Body. A majority vote of the school puts a rule into force. Rules may be amended by a two-thirds vote of the school.

AMENDMENT TO ARTICLE 2.

The Council as chosen at the beginning of the fall term shall serve only until the end of the first ten weeks, after which another election will be held.

LIST OF STUDENTS, SEPTEMBER, 1922.

Seniors.

Atwood, Sylvia.
Bassett, Marjorie.
Chadwick, Elsie.
Collins, Marion.
Connors, Catharine.
Crowley, Margaret.
Dineen, Anna.
Dion, Eunice.
Doane, Cora.
Gibbs, Harold.
Gillhoff, Gunnar.
Greene, Harriet.
Hansberry, Catherine.
Hansberry, Margaret.
Hinckley, Ralph.
Howlett, Abbie.
Kennan, Richard.
Mayall, Clara.
McGrath, Florence.
McHenry, Genevieve.
McMullen, Charles.
Nelson, Elizabeth.
Nickerson, Gladys.
Peters, Joseph.
Robinson, Ella.
Sayers, Anna.
Shepard, Ellen.
Viera, Henry.
Wigginton, Esther.

Juniors.

Atkins, Helen.
Avellar, Katherine.
Bazzinotti, Torquato.
Beckett, Evelyn.
Bragg, Alan.
Bryant, Esther.
Carlson, Saimi.
Collins, Thomas.
Cornish, Ella.
Dennis, Hilda.
Dennis, Isabelle.
Francis, Bernice.
Johnson, Robert.
Kelly, Gertrude.
Lopes, James.
Lord, Gertrude.
Lovejoy, Gladys.
McCarthy, Elsie.
Marshall, Francis.
Mason, Violet.
Molony, Annie.
Montague, Elizabeth.
Perry, Mary A.
Perry, Mary C.
Perry, Peter F.
Rennie, Marjorie.

Rogers, Ruth.
Rose, Alma.
Sala, Vincent.
Sears, Carl.
Silva, Helen.
St. Lawrence, Rose.
Swartz, Cecilia.
Whitford, Winifred.

Specials.

Barrows, Howard F.
Caswell, George E.
Fitzhenry, Jane.[1]
Hoxie, Ella.
Merriam, Louie.[1]
Ovens, Florence J.
Washburn, Florence.
Whitmore, Gladys.

[1] No courses completed.

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